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ABSTRACT

The annotated bibliography presents 73 citations designed to help teachers and employers better understand the needs and career aspirations of handicapped school leavers in Australia. Entries include author, title, source, date, and pagination information for the following topic areas: policy and objectives; programs and practices for physically, mentally, sensory, and multiply handicapped; employment opportunities; and philosophy and concepts. Author and subject indexes are also provided. (CL)

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TRANSITION EDUCATION

& THE DISABLED

A bibliography prepared
by the AEC Standing Committee
on Transition Education

Melbourne: Australian Education Council, 1981

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Foreword

The Australian Education Council has, for more than a decade, shown particular concern for the preparedness of young people to make the transition from school to work or further study. During the International Year of the Disabled Person the catch phrase 'Break Down the Barriers' and the key theme 'full participation and equality' have been underlying concerns of the AEC as it works to promote the development of education in Australia. It is therefore particularly appropriate that the Australian Education Council is able to contribute to the IYDP an annotated bibliography which documents material aimed at supporting the development of transition education activities for disabled persons.

While it has been recognised that all individuals have special needs, it is difficult to be certain about the needs of disabled people as there is generally a lack of adequate information. The Report of the Committee of Inquiry into Education and Training, the Williams Report, commented adversely on the lack of reliable data at the national level concerning the number of adolescents and other handicapped people in need of special assistance. The Australian Education Council has moved on several fronts to improve this situation. The Council has sought to obtain better statistics in this area and to identify programs and activities designed to cater for the transition education needs of disabled persons.

A Report on Education and Employment presented to the Australian Education Council in June 1979 indicated that the various systems of education in Australia provide work experience opportunities for handicapped students but reported that they experience particular difficulty in obtaining employment. The Report on Education and Employment made the Council aware of an exciting but limited range of initiatives designed to meet the transition needs of disabled persons eg work experience centres, a living skills/work experience caravan project, an audio-visual kit for presentation to groups of employers and service clubs seeking to assist handicapped students to obtain employment and link courses between schools and TAFE colleges directed towards assisting handicapped students in their final years of schooling.

Consideration of this information and the many other reports and submissions presented to the Council in recent years has made it clear that there is a need to encourage the extension of transition education programs for handicapped students. The Australian Education Council saw that a contribution could be made in this area by facilitating the dissemination of research findings and descriptions of programs which would assist teachers and the employing community to better understand the needs, capabilities and career aspirations of handicapped school leavers.

This bibliography has been prepared by the AEC Secretariat and the Council is particularly grateful to the large number of people and agencies who supported the Secretariat in bringing together and analysing the material.

D Swan, Chairman
AEC Standing Committee on Transition Education
5 August, 1981

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Preface

During compilation of the bibliography it became clear that many documents, though interesting, were not directly relevant to practitioners in the field of transition education for the disabled. Consequently, it was decided that only Australian studies published during or after 1970 would be included. Those items selected are research findings and program descriptions which could assist teachers and other professionals in developing strategies to enable disabled young people make the transition from school to working life.

The search process itself revealed that the sources surveyed were the most comprehensive available. However, there is a strong likelihood that unpublished or otherwise inaccessible reports and papers have been excluded. The list of unseen items includes studies which are, prima facie, relevant but which, owing to time restrictions, have not been examined by the compilers.

Arrangement and Sources

The bibliography contains four main entry sections, a list of unseen items, a combined author and institution index, and a subject index.

Main Entry Sections

Entries are grouped in the broad subject categories shown on the contents page. Each entry is assigned a unique identification number and includes an abstract. Some abstracts have been taken from existing bibliographies and indexes. These are:

- **ANDERSON, D. S., & BLAKERS, C.** Transition from school: An annotated bibliography of recent Australian studies. Canberra: Australian National University Press, 1980. (Referred to as **Anderson & Blakers**)

- **NATIONAL LIBRARY OF AUSTRALIA.** The handicapped in Australia: A select bibliography. Canberra: Author, 1981. (Social sciences bibliography series No.1) (referred to as **NLA**)

- Australian education index, 1979-1980, 22-23. (Referred to as **AEI**)

- **MORGAN, C. J.** Bibliography of career education in Australia. Canberra: Curriculum Development Centre, 1980. (Referred to as **Morgan**)

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Author's own abstracts are referred to as Author.

Indexes

The author and institution index provides access to documents by personal and corporate authors, institutions and by names of conferences.

Documents are assigned subject descriptors from the Thesaurus of ERIC descriptors (8th ed.) Phoenix: Oryx Press, 1980. Identifying terms for subjects not adequately covered by the ERIC thesaurus and also for projects and studies are used occasionally, eg Activity Centres; Disabled Adolescent Guidance Unit. These descriptors and identifiers are used as the subject entries in the index.

Owing to the increasing availability and familiarity of the ERIC thesaurus and its subject descriptors, references to related terms have not been included. However, spellings have been anglicised and the **Use** reference is employed to direct the user from a non-usable term to the preferred term or terms, eg:

Orthopaedically handicapped
Use Physical disabilities

The arabic numerals refer to document identification numbers, not page numbers in the main entry sections. The roman numerals refer to the preliminary pages. Compound headings of two or more words are treated as groups of separate words each alphabetized in turn (word-by-word alphabetization) so that the following filing sequence is used:

- a single word entry
- the same word modified by a qualifier
- compound entries beginning with the same word

Publications in the **List of Unseen Items** have not been indexed.

POLICY AND OBJECTIVES

1. **AUSTRALIAN EDUCATION COUNCIL.** Report of the Working Party on Education and Employment: Presented to the 39th (special) meeting of the Australian Education Council, June 1979. (Melbourne: Author, 1980.)

   The Report outlines the concept and objectives of transition education, including government programs, career education, work experience, link courses and alternative courses. The problems of various types of disadvantaged students are discussed. The Report emphasises the need for co-ordination of transition education and services and makes a number of specific recommendations in all the areas covered.

   (Anderson & Blakers)

2. **BURNETT, J. P.** Transition From School to Work Program: Paper presented at the Conference on Employment of Disabled People, March 1981. Canberra: School of Administrative Studies, Canberra College of Advanced Education, in press.

   The paper outlines the Commonwealth's policy and objectives in the transition field. One of the guidelines for the program is that the needs of disadvantaged groups, for example, handicapped persons, should be given particular attention in proposals. An attachment to the paper lists 1980 projects specifically concerned with the needs of handicapped young people. It is expected that the handicapped will also participate in other more general programs. Funds for the Transition Program will be available for proposals involving government and non-government schools, TAFE colleges, community organisations and other agencies outside the formal government education sector.

3. **McDONALD, J.** Preparing for transition to sheltered employment. In A step to self-fulfilment: Report on the National Conference on Activity Therapy Centres. Canberra: Australian Council for Rehabilitation of Disabled, 1977. 49-52.

The author stresses the need to realise that each individual in a sheltered workshop has potential which is often not utilised. By careful training, students in sheltered workshops can undertake more complicated tasks that will prepare them for possible open employment. About 10% of them will be capable of graduating to this level. Even those not so capable will benefit from the increased motivation and improved self-image and self-confidence.

The author's experience showed that making the students more independent (eg in travelling to the workshop alone, in electing a workshop committee) greatly helped them. Skill training was proven to be not as important as training in work habits. Links between activity centres and workshops were usefully strengthened.

Disabled people who formerly would have been thought untrainable are now working productively in activity centres and sheltered workshops.

4. **MINERVA STREET SCHOOL FOR SPECIAL PURPOSES.** Submission to the New South Wales Government Committee investigating career education and careers advisers. Sutherland, NSW: Author, 1978. (Unpublished)

In this submission the Minerva Street School suggests that many schools see career education as 'the means of providing compensatory education' for those special schools catering for all types of handicap. Offering itself as an example of leadership in 'providing for the transition of its students to the workforce and post school life' it makes a plea for a greater general provision of time, facilities and staff training, and for closer 'interaction with and support from other community services' (p 2). A special request is made for the development of such resources as 'films on semi-skilled and unskilled occupations', films on 'the routine activities of work such as bundying on, receiving your pay, asking for assistance' and 'written material in a suitable presentation for poor readers' (p 6).

(Morgan)

5. **PARMENTER, T. R.** The vocational development of the learning disabled: Implications for lifelong learning. Australian Journal of Mental Retardation, 1976, 4(1), 8-14.

Weaknesses in research into the vocational needs of the learning disabled are explored and an alternative approach, based upon the principles of applied behaviour analysis, is suggested. It is argued that specific skills training, rather than generalised programs in the development of social competence will facilitate the effective vocational placement of this group. Implications of this approach for sheltered workshops, work preparation centres, work experience programmes and technical education are touched upon. It is argued that this optimistic approach, which transforms a person with learning disabilities into one with saleable skills, will eventually break the community's expectancy cycle for the handicapped.

(Author)

6. **SCHOOLS COMMISSION.** The education and training of handicapped adolescents and their transition to adult society: Policies and practices in Australia. Canberra: Author, 1980. Paper prepared by the Schools Commission for the OECD/CERI study 'The Education of the Handicapped Adolescent'.

The paper aims to stimulate discussion and to demonstrate the growing awareness of the potential of handicapped young people. It discusses the problem of co-ordination of programs, other services provided to the handicapped, work preparation initiatives and post-school vocational training.

(NLA)

7. **SLADE, J., & FLAUM, B.** Transition to work from special education. Adelaide: Education Department of South Australia, 1979.

This is the report of a study funded by the Schools Commission which was carried out in 1976 and 1979. It involved surveying 'slow learners' who both left in 1976 and were due to leave in 1979, and also surveying their teachers. The survey techniques including samples of questionnaires used are presented in the appendices. Eleven pages of recommendations are given on how to improve special education curricula and how to minimise the problems of special education students in their transition from school to work.

8. **WORKING PARTY ON THE TRANSITION FROM SECONDARY EDUCATION TO EMPLOYMENT.** Report of the Working Party on the Transition from Secondary Education to Employment. Canberra: Australian Government Publishing Service, 1976.

Chapter eight, Special Groups, considers the special difficulties faced by the handicapped. Submissions to the Working Party are used to illustrate problems for the mentally retarded, the socially maladjusted and those with hearing loss, and to aid consideration of the problems of integrating education and work for the handicapped. A comment is made on the largely unidentified group who fall between those classed as normal and those recognised as handicapped.

It is apparent that specialists working with the handicapped have differing views on how the situation can best be improved. There is a need for much closer investigation of the transition problems faced by handicapped young people, and a need also for the development of effective means of alleviating these problems.

PROGRAMS AND PRACTICES

Physically Handicapped

9. **BOND, K.** Work experience for the handicapped. Rotary Down Under, 1976, 198, 26-27.

   This article describes the Rotary Work Experience Program (RWEP) which was instituted in the early 1970s as a result of co-operation between the Rotary Club of Campsie (NSW) and the Broderick School for Crippled Children. The Program arose from a perceived need for pre-employment programs for handicapped children. Owing to its success the RWEP has become an annual event at Broderick School and by July 1976 thirty-seven students had been placed in work experience programs ranging from seven to fourteen days duration.

10. **FUNNEL, S.** The NEAT work experience program for handicapped secondary students: An evaluation. Sydney: NSW Department of Education, Division of Educational Research, 1979.

    The design involved gathering information from students, parents, teachers, Department of Employment and Youth Affairs staff, employers and supervisors, by means of interviews and questionnaires, including openended questions, checklists and rating scales. Post-hoc progress reports and anecdotal information were also incorporated.

    A primary focus was the employment history and post-school adjustment of 36 ex-students from two schools for the mildly intellectually handicapped who had participated in the programme and had left school before October, 1978.

    These ex-students were most satisfied with the remuneration, variety and learning opportunities which the programme facilitated. Their parents perceived the scheme to be particularly effective in developing selfconfidence, social contact and personal responsibility in a work environment. Employers were more favourably disposed to employ handicapped adults as a result of their having employed NEAT students.

    (Anderson & Blakers)

11. Hey, what about me? Australian Social Welfare, 1977, 7, 6-7.

The article describes a pre-employment training course for school-leavers which was started by the Yooralla Society of Victoria. The course mixed both disabled and non-disabled people in the same environment, with benefit to both groups. It covered how to apply for a job, how to conduct yourself in an interview, how to fill in forms such as income tax returns, and how to cope with potentially embarrassing situations both at work and at leisure. Personal matters, including medical and sexual problems were discussed.

The work preparation aspect of the course provided for the students to spend one day a week working in industry, over the 12 week course looking at three different jobs.

The course aimed to minimise any sense of abnormality in the participants.

12. **HEYMAN, S.** How organisations can develop a program to provide for individual needs. In A step to self-fulfilment: Report on the National Conference on Activity Therapy Centres. Canberra: Australian Council for Rehabilitation of Disabled, 1977. 19-21.

The paper concerns two programs developed for the Yooralla Society of Victoria. The first concerned the needs that were seen to exist by the staff and the second arose out of the first as a result of the stated needs of the students involved.

The first program attempted to improve the social skills and self-confidence of the students by holding a series of dinner parties at Yooralla with non-disabled guests. This was seen as successful by the students and they indicated a desire to further develop their social and communicative skills. From this, a pre-employment program was devised involving both disabled and nondisabled persons.

This second program was also successful and the students began indicating areas that they wished to develop further. The success of the programs seemed to hinge on the students being accepted as worthwhile human beings by their non-disabled peers.

13. **KYPRIANOU, A. T.** Sheltered or open employment: Co-ordinated program of assessment, guidance, acquisition of social skills and employment training. In Australian Council for Rehabilitation of Disabled. National Convention 1978. Adolescent rehabilitation. Sydney: Australian Council for Rehabilitation of Disabled, 1978. 130-33.

The article outlines two programs which were devised in South Australia: Handicapped Employment Training Assistance Program (HETA) and Disabled Adolescent Guidance Unit (DAGU). Both programs were designed to challenge the handicapped adolescent's view of both himself and his potential role in society. HETA aimed to gain open employment for the adolescent by fostering a positive self image and a healthy sense of independence. DAGU worked as the main referral agency with HETA.

14. **NEWSOME, L. R.** The role of the activity therapy centre in facilitating employment: Paper presented at the Conference on Employment of Disabled People, March 1981. (Canberra): School of Administrative Studies, Canberra College of Advanced Education, in press.

The proposition that the activity therapy centre (ATC) can be the agency for preparing disabled people for open employment (is canvassed). An example of a particular ATC is described as a model to suggest how this aim might successfully be achieved.

(Author)

15. **SCHMAH, K.** Disabled youth to capable citizen - how we help/hinder: Paper presented at the Conference on Employment of Disabled People, March 1981. (Canberra): School of Administrative Studies, Canberra College of Advanced Education, in press.

This paper looks at some of the aspects of adolescence, as applied to the disabled adolescent. A model for a transition programme between school and employment is presented, with reasons why it might be necessary in helping the disabled adolescent over some of the difficulties discussed. Some of the attitudinal barriers to integration put up by health care

systems and professionals are discussed; and the growth of the self-help movement, partly in response to this, is briefly discussed.

16. SMITH, G. Work assessment centres. Rehabilitation in Australia, 1976, 13(4), 16-19; 21.

This outlines the functions and principles of work assessment centres. These centres have three main objectives: to provide the disabled client with a comprehensive assessment of his work capacity, to prepare him for appropriate employment, and to place him in a training course or suitable position at the completion of his time at the centre.

(NLA)

17. WEBSTER, S. Transition from school to work - an institutional and self help perspective: Paper presented at the Conference on Employment of Disabled People, March 1981. (Canberra): School of Administrative Studies, Canberra College of Advanced Education, in press.

Workers involved in transition programs such as the Yooralla Pre-Employment Program are faced with a deliberate choice. They can either work with individuals in the context of prevailing community conditions to encourage them to achieve as much as they can for themselves, or put significant efforts into working at a policy level to influence and improve the prevailing conditions. PEP was originally set up in 1977 by the Yooralla Society, initially on a pilot basis, in response to community concern about the social immaturity and the lack of employment preparedness of individual young, physically disabled school leavers. Transition is different for the disabled because of their special experiences; depression, social isolation, dependence and limited access to education. PEP provides only for physically independent people and has an open employment emphasis. Its goal is to offer opportunities to disabled people to enable them to exercise their right to join the workforce. That it has been influential in encouraging self-help (rather than placement) in the workforce and the community is illustrated by three case studies. About 57% of people who undertake the 12 week job skills course are successful in finding and keeping full time jobs in open employment.

The self-help movement has been hampered in its fight for the recognition of the disabled's rights but groups have achieved

representation on the Victorian Employment Committee and the Council on Physically Handicapped Employment. PEP will continue to be based on the notion of self-help as it attempts to provide resources to disabled young people.

18. **WINFIELD, J. W.** Vocational counselling with the physically disabled. In Post-secondary Careers Services Conference. Report and papers. Parkville, Vic.: Graduate Careers Council of Australia, 1977. 53-54.

In this 'techniques session' at the conference of post secondary careers services, J W Winfield, Senior Counsellor at the Western Australian Institute of Technology, points to the increasing number of physically disabled through traffic accidents and other hazards, which combined with improvements in medical technology, has led to an increase in this segment of the student population, who need particular attention from the careers counsellor in planning a course 'which is realistic in terms of the level of physical complexity involved...and rate at which learning can reasonably be accomplished' (p 53). At that time (August 1977) there were eight legally blind students at the Western Australian Institute of Technology, eight confined to wheel chairs, two with a significant hearing loss and seven with 'severe mobility and/or dexterity difficulty' (p 53). Winfield emphasises the need for early pre-enrolment contact, frequent contact throughout the student's course and 'specific representation of the student to employers for vacation employment and graduate appointments' (p 54).

(Morgan)

Mentally Handicapped

19. **BYERS, P., & HOCKING, H.** What does the future hold? Hobart: Education Department, 1979. (Research study No. 49)

This study started as a mixture of curriculum development and market research, but developed into a consideration of wider issues concerned with the needs of the mildly mentally handicapped in gaining work. A survey was made of training schemes and sheltered workshops in the Hobart area. A mailed questionnaire was sent to TAFE institutions throughout Australia to assess the availability and nature of programs for those with learning disabilities in further education. A draft report was sent to 24 persons from a

range of departments and agencies. These people then participated in a one day workshop and together drafted recommendations to the report. The study highlighted needs of this group and a working party is to be established to develop programs for this client group.

(AEI)

20. COOPER, G. M. Activity centres: Education and training within an occupational setting. In A step to self-fulfilment: Report on the National Conference on Activity Therapy Centres. Canberra: Australian Council for Rehabilitation of Disabled, 1977. 28-30.

It is claimed that the emphasis has changed in the past twenty years from providing merely custodial care for the mentally handicapped to providing training skills. Activity centres are now concerned with personal, vocational, social and educational development.

In occupational and social training a range of techniques are available and should be used more than they apparently are at present. It is most important to emphasise the vocational side of training but it is important not to exclude the development of social, personal and educational skills in emphasising vocational skills. The interrelationship of all these skills must be realised.

21. COOPER, G. M. An alternative to the sheltered workshop. Australian Citizen Limited, 1977, 5(2), 40-48.

A description of the work of sheltered workshops in South Australia is given. It is argued that vocational training is limited to the types of contract work that have been arranged. There is a lack of awareness of the most beneficial procedures to implement for mentally handicapped people moving into open employment. Several research studies are described in an attempt to find important characteristics of mentally handicapped persons in successfully seeking, finding and retaining community work situations. It is apparent that the mentally handicapped person's ability to adjust to society is impeded more by his ineptness in the social area than in deficiencies in specific vocational skill areas. A series of overriding principles are given for consideration in the overall successful rehabilitation of the disabled person. It is

argued that substantial reorientations of attitudes both within the community and the staff involved with the mentally handicapped need to be made in providing the sorts of experiences and opportunities that are possible for each individual concerned. It is suggested that some of these opportunities are provided by Activity Therapy Centres which cater for the 'all round' needs of the mentally handicapped - ie social, personal and vocational without pressures of productivity by the contract which clearly undermines the sheltered workshop.

22. COWLEY, B. The work experience scheme at Albury North High School. Upsurge, 1976, 29, 28-33.

The work experience scheme for the General Activities (slow learners) classes in Years 7 to 9 is described. Details of the steps necessary to initiate such a scheme are given as well as a description of the scheme itself, how it operates and the range of work undertaken by students.

This scheme has proved to be successful in the opinions of the students, teachers, employers and parents. Students have gained knowledge of desirable work habits and vocational skills and an improvement in social attitudes and behaviour has also been detected.

23. DIXON, J. P. S. Slow Learning Children's Group of WA (Inc.): Employer/employee expectations. In Literacy, numeracy and the contemporary challenge: Selected conference papers. (Perth): WA Association of Special Education, 1977.

The training and work experience programs of the Group workshops are described. It is considered that the social training program is more important than the vocational training as experience shows that failure in open employment is more likely to result from problems in the social area - reaction to the new environment and to other workers rather than shortcomings in the vocational field.

The Group has a definite policy of attempting to place trainees into open employment. Successful placement has been aided by increasing knowledge of both employers and employees to give them realistic expectations. As the program expands and succeeds there will be less parental opposition to trainees leaving the umbrella of a sheltered

environment. To increase the number of jobs available two suggestions are made, co-operation between agencies and employer education.

24. **FOSTER, S. E.** The possible use of sociodrama as a training technique for the moderately mentally handicapped in school, half-way training centre and sheltered workshop. Slow Learning Child, 1975, 22(1), 38-44.

This is a brief inquiry into the possibility of using sociodrama as a technique for developing social skills in the moderately mentally handicapped. The acquisition of acceptable social behaviour is regarded as a central factor in the recognised aim of helping this population of the handicapped in which they find themselves.

It is considered a serious diagnostic-prognostic error to forecast the end community at any early period in time within the developmental cycle of any individual.

For the moderately mentally handicapped the provision of the school, the half-way centre and the sheltered workshop must still be deemed the result of community project effort rather than the just responsibility of central political institutions.

(Author)

25. **HAURITZ, M., & others.** Program development for the acquisition of work and social skills. Australian Journal of Developmental Disabilities, 1980, 6(1), 11-16.

A series of experimental programs has been developed with the Granville Work Preparation Centre with the co-operation of the GWPC Research and Development Project, based at Macquarie University. Programs cover social competency, language development, instruction following, skill development, conceptual style, reading and task construction. Principles of instruction, training strategies and techniques are discussed in relation to programs developed to run concurrently with regular GWPC programs.

(Author)

26. **LIMBRICK, D., SYKES, S. C., & WARD, J.** Evaluation of work preparation programs for mildly mentally retarded adolescents. Canberra: Development and Special Projects Section, Rehabilitation and Subsidies Division, Department of Social Security, research in progress; predicted completion date December 1981.

The aim of the study is to:

- analyse the population currently and likely to be served by the two Department of Social Security Work Preparation Centres for mildy mentally retarded adolescents (at South Yarra, Victoria and Granville, New South Wales);
- analyse the employment opportunities and types of employment available to mildly retarded adolescents, including pathways to employment study;
- determine the work, social and independent living skills required to obtain and remain in employment and achieve an independent living within the community;
- describe the current function and role of work preparation centres;
- investigate home-background influences and parental attitudes and opinions;
- study selected psychological-educational factors associated with mild mental retardation;
- develop a model for delivering a work preparation program to mildly retarded people, including the development of a diagnostic-prescriptive teaching model focusing on work skill instruction.

(Anderson & Blakers)

27. **MONTY, C.** Entering the workforce - from the Woden School: Paper presented at the Conference on Employment of Disabled People, March 1981. (Canberra): School of Administrative Studies, Canberra College of Advanced Education, in press.

The paper gives a brief history and objectives of the Woden School, established to cater for mildly and moderately handicapped students who had experienced difficulty or failure in the mainstream or special class setting.

28. **NETTLEBECK, T., & KIRBY, N. H.** Introductory trade training for slow learners and mildly retarded young adults. Australian Journal of Developmental Disabilities, 1981, 7 (1), 3-8.

Over a five year period, 38 mentally slow or mildly retarded young men employed at an industrial work centre for handicapped persons have been given additional training in woodwork and cabinet making, attending special classes for one year that have been similar to those for first-year apprentices. The outcome of this venture has been evaluated by comparing the performance of special trainees in end-of-year tests with that or normal first-year apprentices, by seeking the opinions of instructors and trainees involved about changes in general work and social skills, and by following the progress of trainees subsequent to their participation in the scheme. On test pieces, most special trainees have produced work of satisfactory quality, while taking significantly longer than first-year apprentices to complete the test. A quarter of those completing this training have gone on to remedial education. The consensus of opinion among instructors and trainees participating is that the scheme has proved successful, despite some problems that have arisen regarding selection, continuing participation, and the subsequent employment of trainees.

(Author)

29. **PARMENTER, T. R.** A model for the evaluation of vocational preparation programs for the learning disabled. (North Ryde, N.S.W.): Granville Work Preparation Centre Research and Development Project, 1978. (Centre paper 9)

The need for accountability in the area of the development of programs for the pre-vocational preparation of the learning disabled is discussed and it is argued that evaluation should always be included in the plans for vocational programs as a means to better program development. Various approaches to evaluation are explored and a dynamic systems model (which assumes three basic stages input, intervention and output) is proposed as best meeting the needs of those who seek to evaluate the effectiveness of their programs. This model provides constant feedback and thus allows for process evaluation as well as outcome evaluation and also allows the program to be constantly modified to the changing needs of the clients and the changing economic climate. An example of how the model was used to evaluate a work experience program is described, together with comments concerning its utility.

30. **PARMENTER, T. R.** Prevocational preparation of secondary students with learning difficulties. (North Ryde, N.S.W.): School of Education, Macquarie University, 1977.

It is recommended that schools which intend to implement work experience programs firstly set out the specific behavioural objectives they wish students to achieve in both the work and the school aspects of the program. Secondly, they should specify the evaluation measures they intend to use to test the effectiveness of the program. Schools should also ensure that the work and school components are complementary and are meeting the specific social, academic and pre-vocational needs of the students. Seven principles for the formulation of programs at the high school level and a series of goals and objectives are included for consideration.

31. **PARMENTER, T. R., & others.** A model for the development and validation of vocational and social programs for intellectually handicapped persons. (North Ryde, N.S.W.): Granville Work Preparation Centre Research and Development Project, 1980. (Centre paper 28)

Within a data based research model, service delivery functions of the Granville Work Preparation Centre Research and Development Project are given. A systems model for program development is presented and amplified. Adapting the 'input-process-output' paradigm, a systems model used in the development and validation of social and vocational programs is presented, consisting of four phases; formulation, construction, implementation and maintenance. Decisions required in each of these four phases are discussed, based on the experience gained by the Research Team. Implications arising from the development and use of this model are addressed arguing that there is a need to take a professional approach to program development as well as the co-ordination of program development across services.

(Author)

32. **SCANLAN, R. J.** Job experience program. Special Schools Bulletin, 1973, 15(2), 8-9.

This article describes a job experience program for educable mentally retarded children at a North Queensland opportunity school. The program is based on four areas of instruction. Firstly, classroom activities where literacy and numeracy skills useful in real situations (eg filling in forms, and applications, learning to give correct change in monetary transactions) are taught. Secondly, manual arts (concentrating on the achievement of manual dexterity) and homecrafts are taught. Thirdly, work-shed activities using tools and machinery are held. And lastly, experience is sought for the children in the town and community for the children in real work situations. The program is shown to have been an outstanding success, both from the children's point of view and that of the town employers.

33. **SEARL, G. W., & PARMENTER, T. R.** Developing independence through work preparation: Augmented evaluation of innovations program project (76/6040). Canberra: Schools Commission, 1979.

The utility of a systems model, with its components of inputs, process and outputs, to evaluate a work experience program for mildly intellectually handicapped students at a special school is explored in the general context of educational research.

Data collected at each stage of the evaluation is presented. Firstly, inputs into the system include a description of the population and its needs, together with the situational variables which impinge upon it. These include the characteristics and value systems of the school and its community and the current economic climate.

Secondly, the aims and objectives of the program seen by the school as a solution to these needs are outlined, together with the special programs, techniques and resources which were applied. The dynamics of the organisation of the process variables are described.

Thirdly, objective assessment, both criterion referenced and normative, of the program outcomes are made in each of the component areas. Ratings of the effectiveness of the program by teachers, parents, students and employers are analysed; as too is the predictive value of vocational guidance tests administered to each student prior to the commencement of the program.

(Author)

34. **SMITH, H. M., & SYKES, S. C.** Parents' views on the development of social competencies in their mildly intellectually handicapped adolescents. Australian Journal of Developmental Disabilities, 1981, 7(1), 17-26.

This study represents part of a major project currently being conducted by a research team from the Faculty of Education at Monash University. The study involved the development and administration of an interview schedule to parents of mildly intellectually handicapped adolescents attending the South Yarra Work Preparation Centre, Melbourne. It was planned that the schedule would provide insights into home background influences and underlying parents' perceptions and expectations. This would determine the extent of the need for parental involvement and support and subsequent directions for programming.

The responses revealed that many trainees were still home-based and family dependent. Some parents were prolonging the dependence of their young people rather than reinforcing the independent living skills training at the Centre. Parents were aware of important deficiences in the lives of their young people, such as lack of friends and leisure time interests, but needed guidance in helping with these. There was a special need for supportive contact with families during the trainees' first weeks in employment.

(Author)

35. **STEWART, A., & WILTON, K. M.** Post school adjustment of intellectually handicapped school leavers. Australian Journal of Mental Retardation, 1978, 5(3), 101-104.

A follow-up study was made of the graduates of the two Christchurch special schools for intellectually handicapped children. Approximately 17% of the group had been institutionalised at the time of the study. The parents' preference for the provisions available in the institutions seemed to be the main factor which led to their decision to institutionalise their children. At the same time, there was a suggestion that subjects from higher SES (socio-economic status) homes were more likely than their counterparts from lower SES homes to enter an institution, and low levels of self-care development and mobility seemed to be factors which predisposed boys but not girls to enter an institution. Several differences were obtained between subjects attending sheltered employment and those currently unemployed. The subject's level of mobility seemed to be

an important factor in their employment status and it would appear that subjects who attend sheltered employment are better off in terms of community integration and recreation participation and their families make less use of community support services.

(Author)

36. **STORRS, E.** Work experience for slow learners in the ACT. Canberra Times, 23 August 1976, p. 2.

In this article the consultant in special education with the ACT Schools Authority describes the growth of work experience for the handicapped in the Territory from its beginnings in the form of industrial visits in 1970 to a fully fledged work experience program in 1973 and its expansion in 1975 to include 'any mentally or physically handicapped student over the age of 4 years, whether that pupil is in a special school, a special class in a normal school or in any high school'.

37. **WARD, J., & others.** Granville Work Preparation Centre Research and Development Project. (North Ryde, N.S.W.): School of Education, Macquarie University, research in progress; predicted completion date 1981.

The aim of the project is to develop and evaluate programmes to assist mildly intellectually handicapped adolescents in living independently in the community.

Granville Work Preparation Centre draws adolescents who are at risk vocationally from high schools and special schools in its area. Programs being developed by the Centre and the Research Team are trialled on similar populations in other areas of the state.

A variety of basic and applied research studies, some of a longitudinal nature, have been conducted in order to form a data base from which various forms of technical assistance may be developed. The studies have consisted of:

- follow-up surveys of populations that have been trained in the Centre;
- basic studies of the learning of mildly intellectually handicapped adolescents.

Currently the main emphasis is upon the development of training programmes for:

- the adolescents themselves;
- the staff in the Centre and similar centres which offer prevocational training.

The principal conclusions reached by the Research Team are that there are inadequate curricula and inadequate staff training programs for people who are charged with the responsibility of teaching these students. Consequently the Research Team is preparing and validating training programs for both students and their instructors. By the end of 1981 there should be available a number of program modules in the areas of specific vocational skills and social and interpersonal development. Programs are also being developed in basic academic skills such as reading and functional arithmetic.

(Anderson & Blakers)

38. WARD, J., & others. The Granville Project. Rehabilitation in Australia, 1979, 16(2), 58-61.

The article is a report of the Macquarie University team which studied the Granville Work Preparation Centre in order to ascertain the processes required to prepare the intellectually handicapped for independent living. The aim of the study was to improve the quality of service to mildly intellectually handicapped people. Its functions were classified under 'Research' and 'Technical Assistance', and the report is presented under the same subheadings.

39. WARD, J. Preparing the mildly intellectually handicapped for work. Education News, 1979, 16(10), 29-31.

This article describes the work carried out by the Granville Work Preparation Centre. It aims to provide a high level of skill training and counselling for social and personal development. It also has a commitment to research and development which is carried out in collaboration with a research team from Macquarie University. The Granville Work Preparation Centre offers four basic services to its clients: assessment of clients' needs, work preparation programs, counselling, medical and other client services, and placement and maintenance. The

work preparation programs incorporate vocational, social and educational training and modest financial incentives are given. The general aim of the research project is to improve the quality of service to the mildly intellectually handicapped. 'Graduates' have maintained a very successful employment rate and have developed independence to the extent that they no longer want to be identified with the Centre in any sense; even refusing to be considered in follow-up studies.

40. **WILLIAMS, C., & SCOTT, B.** Work preparation centre programmes: Paper presented at the Conference on Employment of Disabled People, March 1981. (Canberra): School of Administrative Studies, Canberra College of Advanced Education, in press.

The systems model approach is used to discuss the Work Preparation Centre Programmes conducted by the Department of Social Security. The Centres offer training for mildly intellectually handicapped school leavers and adolescents to prepare them for open employment and independent living. The programme strategies and content are outlined and results to date are presented. Implications and possible future developments are then explored.

(Author)

41. **WILTON, K. M.** Employment and adjustment of special class graduates in a New Zealand city. Australian Journal of Mental Retardation, 1977, 4(5), 3-7.

The employment status and social adjustment of three groups of mildly retarded adults, each of which has experienced a different special educational strategy prior to graduation was compared to that of a group of adults who had been considered at school as slow learners. The mildly retarded groups were less well off than the slow learners in terms of both employment and social adjustment.

(NLA)

Sensory Handicapped

42. **PARKINSON, H. S.** Preparation for, and placement in, employment. Australian Teacher of the Deaf, 1971, 12 (2/3), 180-184.

It is necessary to realise the attributes as well as the disabilities of deaf children and to realise that they have no uniform pattern in expressing themselves. They lack understanding of job opportunities and are unable to communicate information about their specific abilities to potential employers. Schools can assist the deaf child in this regard by: preparing a comprehensive school report for each school leaver, taking students in the last two years of school to visit factories and offices, having an adequate 'careers programme' in the school, providing training in making job applications, and in advising students to make use of government-run vocational guidance centres.

Employers can assist deaf people to get jobs and to understand the realities of the work-place by: assessing the physical demands of a particular job and the physical capabilities of a deaf person to do it, understanding the full capacities of the deaf job-seeker, and by stressing the competitive nature of the job-market.

By realising the deaf person's capabilities, educators, placement officers, vocational rehabilitation officers, parents and employers can assist him or her in gaining an equal employment opportunity.

43. **TAYLOR, N.** Link program for deaf high school students: An evaluation. Sydney: NSW Department of Technical and Further Education, Student Counselling Service, 1978. (Research report)

Within the limits of the occupational areas sampled the link program seemed to enable students to become more aware of their abilities and interests, and many teachers and parents believed that this enabled a wider career choice to be made. The program appeared to be quite successful in enhancing students' social development. Many students secured employment as a result of attending the program.

(Anderson & Blakers)

44. **THOMPSON, N. R.** The development of a programme of living skills for blind secondary school students. Teacher's Journal of Special Education, 1978, 1, 18-22.

It has been found that it is social inadequacy rather than educational backwardness that causes the handicapped to fail in many normal situations, and it has become apparent that a purely academic program does not adequately prepare children for their future life. Handicapped people cannot become socially more adequate with a hit and miss curriculum and therefore the development of individualised programs of skills is advocated covering the three areas of learning - behaviour, academic and communication.

Examples of content are given and their direct relevance to blind students explained. There is also a need for continuous assessment and evaluation of the individual, programs and student progress. It is essential that the child be an active agent in the development and achievement of his own program. The aim of such programs is to provide the skills and understanding that will enable blind young adults to make personal, independent decisions about their own lives.

Multiply Handicapped

45. **LIMBRICK, D., MEADOWS, D., & MEADE, P.** Activity Therapy Centre (ATC) demonstration projects. Canberra: Development and Special Projects Section, Rehabilitation and Subsidies Division, Department of Social Security, research in progress; predicted completion date December 1982.

The aim of the project is to design, develop and implement diagnostic assessment procedures and developmental training programs for mentally and physically handicapped clients attending activity therapy centres in the Brisbane area. These centres fulfil a post-school transition function for certain severely handicapped people. There are facilities designed to promote the personal and social development of handicapped adolescents and adults. The functions of ATCs include assessing skills, personal care skills and vocational skills and then providing suitable structured programs of training in these areas. The project should upgrade the quality of programs in activity therapy centres and thereby increase their effectiveness as transitional programs.

The first stage of the project will be a needs assessment and a literature review as a basis for developing suitable programs tailored to the clients' needs. The programs developed will then be tested for their effectiveness and transferability to other ATCs not participating directly in the project. As an integral part of the project, the College will be developing methods and techniques of integrating the programs into the existing operations and structures of ATCs.

(Anderson & Blakers)

46. SCULLY, G., & DUNN, B. A work assessment program: A team approach. Australian Children Limited, 1973, 4, 229-235.

This article describes the facilities available in the ACT for assessing the vocational capabilities and potential of the physically and mentally handicapped. Then it describes the ACT Work Assessment Program set up in the early 1970s and the agencies whose co-operation was sought in the running of it (eg teachers, counsellors, social workers, Vocational Guidance Section and CES, Department of Health Psychiatric Services Branch). The program was divided into four areas: (1) group tasks, (2) individual tasks, (3) employment groups, and (4) field visits. These were designed to develop personal and group skills, the ability to apply for 'positions vacant', and first-hand experience of job situations. An interdisciplinary approach was stressed in the program and this was felt to have been of significant value.

EMPLOYMENT OPPORTUNITIES

47. BROOKHOUSE, P. J. Avenues of open employment for the handicapped. In Australian Council for Rehabilitation of Disabled. National Convention 1978. Adolescent rehabilitation. Sydney: Australian Council for Rehabilitation of Disabled, 1978. 134-39.

This article outlines the goals of the Commonwealth Employment Service with regard to the placement of handicapped persons in employment. General goals and policies only are outlined (eg investigation and evaluation of alternatives operating elsewhere; for example quota type systems, forms of subsidies to employers, sheltered enclaves within industry) without specifying detailed methods of achieving these goals. This statement of goals resulted from recommendations of the Norgard Review of the Commonwealth Employment Service.

48. COOLY, L. J. Apprenticeship possibilities for opportunity school leavers. Special Schools Bulletin, 1970, 12(1), 29-32.

To assist the officers of the Queensland Apprenticeship Executive to give due consideration to each application, a school report has been developed stating the child's scholastic attainments, co-ordination skills, work habits and suitability and is provided by the school's head teacher; a sample report is included. The opportunity school is a terminal educational institution and the placing of each school leaver in the best possible work situation is part of its function. Although most opportunity school leavers find employment in unskilled or partly skilled work tasks, apprenticeship possibilities do exist. The assistance given by the Commonwealth Employment Service and the realistic attitude of the Apprenticeship Executive ensure apprenticeship opportunities for these school leavers who have the potential.

49. CORRELL, D. Early victims: Unemployment and the disabled. Australian Social Welfare: Impact, 1979, 9(3), 13-14.

The disabled are disadvantaged in seeking work in times of full employment. In the current economic climate, the disabled are even further disadvantaged. Federal Government programs for the disabled unemployed have undergone little change in the last three decades. New policies and strategies in the light of high unemployment need to be established for the disabled. Where projects have been successful at reasonable cost, these should be emulated.

50. **FARRELL, K. McD.** Problems of work placement for the mentally deficient. Australian Journal of Mental Retardation, 1970, 1, 27-29.

It is suggested that with more enlightened community attitudes towards the acceptance of the handicapped, those responsible for the education, training and rehabilitation of mentally deficient persons can increasingly extend the horizons of opportunity for them, both as members of society in general, and the work force in particular. With perceptive and meaningful vocational assessment, skilled and sensitive employment counselling, and positive attitudes on the part of employers - whether they represent commerce, industry or government - the successful placement of mentally retarded in satisfying and productive work can be more readily accomplished.

The services of the Department of Labour and National Service and the Commonwealth Employment Service and the role of their specialist employment officers are described.

It is suggested that the academic education of the mentally retarded should be vocationally oriented and as it progresses, paralleled with social development and manual skills. In the author's opinion a need exists for evaluation and assessment of each mentally retarded student by a panel of medical, paramedical, educational and employment specialists, twelve months prior to their final school year. This would enable realistic orientation of the final year to equip them for future vocation, realistic placement, the achievement of personal fulfilment and any additional training required.

51. **FORD, G. W.** The effects of technology on employment goalsetting and alternatives in post-school programs. In Australian Council for Rehabilitation of Disabled. National Convention 1978. Adolescent rehabilitation. Sydney: Australian Council for Rehabilitation of Disabled, 1978. 127-29.

The author highlights important effects that technological change, particularly the micro-chip computer, will have on Australian employment patterns. Implications of this change for the handicapped are discussed, including the increasing necessity for understanding the particular needs of the handicapped in a high-technology society and for the handicapped themselves to be involved in stressing their particular needs. Both government and industry are urged to develop new employment opportunities for handicapped people in post-industrial society.

52. **FORD, J.** Permanent part-time job options and the disabled. In Australian Council for Rehabilitation of Disabled. National Convention 1978. Adolescent rehabilitation. Sydney: Australian Council for Rehabilitation of Disabled, 1978. 144-47.

The author indicates the increasing unsuitability of traditional full-time work patterns for many people. She suggests that among beneficiaries of increased acceptability and availability of permanent part-time employment would be disabled persons. She highlights three specific areas of concern of relevance to current availability of permanent part-time work for the disabled:

- social attitudes to the disabled;
- relevance of rehabilitation programs in the present labour market; and
- the Social Welfare Act, which prohibits the possibility of a half-pension and a half-job.

53. **HARRIS, G. K.** Computer training for the disabled. Rotary Down Under, 1976, 133, 15-16.

It is found there are unlimited opportunities for employing disabled, intellectually capable in the computer field. This article describes a training scheme in Sydney.

(NLA)

54. **HARRISON, R.** Employing the handicapped. Rotary Down Under, 1977, 140, 27-8.

The author surveys the work done by the Rotary Club of West Christchurch (New Zealand) in conjunction with the St John of God Hospital to help procure employment for paraplegics and tetraplegics.

(NLA)

55. **LAKE, P., & WILTON, K. M.** Economic conditions and the employment of mildly retarded school leavers. The Australian Journal of Special Education, 1980, 4(1), 5-8.

An examination was made of the employment patterns of school leavers who had graduated from the four Christchurch work-experience programs for mildly retarded children during a 4-year period in the current economic recession. Contrary to expectations, no differences were found in the employment patterns for graduates of each of the four years. In each year-group, levels of employment were high as were mean times in employment since graduation, and frequencies of job changes were low. Several methodological problems which cloud interpretations of the results are discussed and the need for comprehensive and consistent monitoring of the employment patterns of mildly retarded school-leavers over the next few years is emphasised.

(Author)

56. **MAHONEY, D. J.** A review of jobs undertaken by the mentally retarded. Australian Journal of Mental Retardation, 1976, 4(1), 24-27.

This article examines the types of retarded persons seeking industrial employment, and the factors affecting job availability and type. Occupational categories and skill groupings of jobs undertaken by the mentally retarded are included. A report on the results of a study of job placement for ex-special school pupils in Victoria is also offered.

57. **MAHONEY, D. J.** The success of the mentally retarded in employment. Australian Journal of Mental Retardation, 1976, 4(1), 19-23.

Examination of the literature on the success of the mentally retarded in employment.

(NLA)

58. **SCOTT, A. J. & KNIGHT, E. W.** Square pegs, square holes: Employing the handicapped. Melbourne: David Syme, 1980.

This booklet examines the problems of employing the handicapped from both theoretical and practical standpoints. It examines issues such as the difficulty of defining 'handicapped' and the particular problems of different types of handicap. Practical considerations, such as an applicant's health, qualifications, aptitude, attendance record and safety record, are examined from the standpoint of the handicapped. Widely-held misconceptions and prejudices are discussed.

Included as appendices are samples of a general health questionnaire, a physical assessment questionnaire, a job assessment schedule, a job matrix and a rehabilitation certificate.

59. **VICTORIAN EMPLOYMENT COMMITTEE.** Sub-committee on Assistance to Groups with Special Needs. Opportunities and handicaps: Employment prospects for disabled people in Victoria. (Melbourne): Ministry of Employment and Training, 1980. (Discussion paper series No. 1)

This report is divided into five chapters:
- Employment policies, strategies and legislation;
- Education, guidance, training and rehabilitation;
- Obtaining work - job placement;
- Income, accommodation, access and transport; and
- Community attitudes and awareness.

The second chapter describes in some detail the educational, vocational guidance, training and rehabilitation provisions that apply in Victoria to a disabled person, particularly a young disabled person. Each section is concisely summarised. This chapter and the third, on work placement, are likely to be those of primary interest to people involved with transition education programs for the disabled.

The report contains forty recommendations for improving the opportunities and minimizing the handicaps of disabled people who are seeking employment.

60. **WARD, J., & others.** Adjustment to work: A follow-up of mildly intellectually handicapped adolescents who have undergone training in a work preparation centre. National Rehabilitation Digest, 1978, 2(3/4), 34-48.

This is the second follow-up of the first graduates of the Granville Work Preparation Centre. The study reinforces the belief that a substantial proportion of mildly retarded people of working age can be placed and maintained in open employment and, in addition to this, can develop satisfying though often somewhat restrictive adult lifestyles. A fairly dramatic difference was noted between those individuals who have experienced successful open employment and those who have worked in sheltered employment on such variables as problem solving, independence and acquiescency/assertion. Since preliminary results of this follow-up began highlighting the social inadequacies of all the trainees, the Work Preparation Centre has extended programs aimed at developing those social and independent living skills necessary to function fully in the

community. There is a growing body of evidence which supports the contention that cognitive processes can be substantially modified in adolescence and that this late development period can also be a focus for preventive intervention. The intensive programs used in a Work Preparation Centre can therefore be viewed as an excellent allocation of this principle, the implications of which far transcend the teaching of simple self-help and industrial skills.

61. WARD, J., & others. Vocational preparation for the mildly retarded: An investigation into employment patterns and related factors. National Rehabilitation Digest, 1977, 1 (2), 29-45.

Work training and employability of the mildly retarded is discussed, with special reference to the Granville Work Preparation Centre (GWPC). A brief history of the GWPC project and its educational aims and objectives is included. It is stressed that work experience programs for disabled groups need to be evaluated for effectiveness at both the school and job level and should not become elaborate job placement exercises. This article reports on a pilot experiment designed to obtain basic sociovocational data from four samples of school leavers. The sample included groups from the GWPC, special schools, special classes in regular high schools, and regular high school classes. The data were examined for factors which may be presumed to affect employability of the groups and also to indicate forms of future research and development.

62. WARD, J., & others. A survey of employer receptivity towards hiring the mildly intellectually handicapped. (North Ryde, N.S.W.): Granville Work Preparation Centre Research and Development Project, 1980. (Monograph 1)

A questionnaire method was used to identify employers' current attitudes towards hiring mildly intellectually handicapped individuals, to explore their opinions as to what they see as essential qualities in prospective employees, and to examine their opinions on a number of issues in work preparation such as training alternatives, curriculum and procedures for follow-up of trainees in employment.

The study found inconsistencies between employers' attitudes and practices, for instance regarding the desirability of employing handicapped persons. The authors recommend areas where further study would appear to be necessary, and they note the paucity of information on trade union attitudes towards the employment of the handicapped.

PHILOSOPHY AND CONCEPTS

63. **CHADWICK, M. J.** Problems of deaf school leavers. Australian Teacher of the Deaf, 1974, 15, 94-96.

Difficulties experiences by deaf school leavers in social and educational areas and in obtaining work are discussed.

The author suggests that efforts should be made to encourage activities with a view to broadening the educational and social experience of deaf school leavers leading to a building up of their self-confidence. He also questions the norm that an adolescent has to aspire to. Is it to become like 'hearing' as much as possible or to be an individual within the community as a whole?

64. **ELKINS, J.** From school to work. St. Lucia, Qld.: Fred and Eleanor Schonell Educational Research Centre, University of Queensland, 1976.

The papers in this volume were selected from those presented at the Seventh Annual Seminar in Special Education organised by the Schonell Educational Research Centre.

They are:

- **GUTHRIE, E.** Transition from school to work.
- **BOURKE, S. F.** Functional literacy and numeracy of Australian 14 year olds.
- **JENKINS, K. T.** World trends in vocational rehabilitation and employment of the handicapped.
- **NOBLE, J. A.** Work experience programs: School and community partnership in learning a living.
- **RYAN, K. W.** Discrimination in employment.
- **ANDREWS, R. J.** Vocational training programs for the handicapped in the transition from school to work.
- **MACDONALD, J.** The school leavers unemployment mobilisation program.
- **BURNES, D., MATHAMS, P., & ROBERTSON, W.** Adult literacy classes.

- **VASTRA, E.** Minorities and the transition from school to work: The second generation adolescent.

- **MUIR, D.** Minorities and the transition from school to work.

65. **FERRIS, J. L.** Problems of school leavers. Australian Teacher of the Deaf, 1974, 15, 88-91.

This article describes the particular needs of deaf school leavers who 'are, for the first time, really faced with the challenge of becoming part of the hearing community in which they live' (p 88). He pleads for 'realistic parent counselling and guidance' and for an awareness on the part of the teachers of the deaf that 'the sort of preparation that a deaf person required for after school life, be it additional study, employment, or simple social graces is not something that can be haphazardly included in the curriculum of their last term at school; the whole of the child's school life should revolve around this theme' (p 90). Ferris's article is one of four papers on the problems faced by deaf school leavers. The remaining articles devote less attention to possible career preparation.

(Morgan)

66. **FLYNN, J. W.** Problems of deaf school leavers. Australian Teacher of the Deaf, 1974, 15, 97-98.

The problems are associated with changing circumstances, situations and demands. The school leaver is faced with a continuum of experiences and is continuing personal development. The dominant circumstance of leaving school is that of entry into employment, higher education or trade training and the deaf school leaver must then face different relationships and at the same time grow as a person. For the deaf person there is the constant challenge of using the language and communication skills he possesses to best effect in the business of living. The services of the Adult Deaf Societies are described. Other problems the deaf school leaver faces comes from the attention paid to outstanding deaf people and also from the condescension or dominance of overprotective friends. It is suggested that far more documentation on the educational and post-school circumstances of deaf people needs to be gathered in a scientific fashion.

67. KANGAN, M., & SMITH, G. Removing post-school learning barriers: Handicapped people. Canberra: Technical and Further Education Commission, 1978. (Research report No. 12)

The purpose of the study was to extend training opportunities for handicapped persons having the intellectual potential to cope with post-school education by identifying, with a view to removing, social, psychological and physiological barriers impeding access to vocational learning. The following three categories of handicap were initially selected for study: (1) complete blindness, (2) profound deafness and (3) severely restricted mobility.

The problems of the deaf are written and oral communication. The main problem of the blind is access to reference material in a usable form.

Exceptions notwithstanding it is claimed that the blind and the deaf will tend to direct their vocational expectations towards white collar and blue collar occupations respectively.

Some detailed suggestions for action to facilitate learning by the blind, deaf and persons of restricted mobility are provided. Firstly, some ways of improving vocational guidance for disabled students are suggested, secondly, some points concerning the students' basic study orientation are raised, and thirdly there are suggestions which could help students to improve their capacity to learn in theoretical and/or manual classes.

68. LASSCOCK, E. D. The direction of special education with particular emphasis on vocational education. In Seminar on Education of Disabled, Sydney, 1977. Changing philosophies and practices in education of children and adults with handicapping disabilities. (Canberra): Australian Council for Rehabilitation of Disabled, 1977. 21-29.

A number of assertions are made, accompanied by an illustration of the reasoning which lead to them and, in each case, there are suggestions for practical action which should lead to provision of a better service to the clients in special education.

It is believed that mentally retarded students do not 'pick-up' skills from participation with others, but need to have them directly taught. However, if the skills taught are not continuously pursued they will disappear. This also applies to the outcome of specific behaviour modification programs.

There are many ways of learning and teaching, with little to differentiate levels of success except the enthusiasm and competence of the teacher and the consistency of the milieu. There is a need for constant communication between professions and limitless assessment to ensure that the student is receiving consistent training practices. It is argued that things to be done with handicapped children are basically simple and parents can do them too. It is claimed that some children are not catered for in even a reasonably adequate way and the author queries how much should be done in providing for these children.

69. **McCONNAN, E. D.** Problems of deaf school leavers. Australian Teacher of the Deaf, 1974, 15, 92-93.

In the major areas of life - employment, social and family life - certain factors stand out. Many problems do not arise for a year or two, until the young deaf person has acquired the ability and experience to compare his life pattern, employment situation and prospects with those of young hearing people with whom he is in contact. At about the same time, conflicts sometimes arise within the family circle as he becomes more independent, less influenced by his parents and more so by his peer group. The problems are similar to any young person but are compounded by the communication problems of young deaf people. Examples of various problems are given and it is concluded that ultimately there has to be adjustment, compromise and acceptance of one's limitations, in much the same way as any young person learns to cope with adult life.

70. **NEALE, M. D.** Towards a new structure. In Seminar on Education of Disabled, Sydney, 1977. Changing philosphies and practices in education of children and adults with handicapping disabilities. (Canberra): Australian Council for Rehabilitation of Disabled, 1977. 65-72.

It is suggested that the term 'preparation for life' or 'preparation for living' be used rather than the term vocational assistance. This would ensure that planning would begin early for each individual and lead to modification of curricula and services. Along with literacy skills, schools would teach other forms of communication, and strategies for social interaction, not least of which is the ability to participate in leisure-time activities.

Despite the shortage of job opportunities, it is considered important that a sympathetic awareness of what employment means to some parents and to their children should be developed. The view was expressed that legislation should be introduced to increase opportunities for employment.

Preparation for life should have as its firm goals the achievement of quality of life comparable to that of a non-handicapped individual. A meaningful life in the least restrictive environment should be the concept reflected in both the habilitative and rehabilitative process.

71. **PARMENTER, T. R.** Vocational training for independent living. (North Ryde, N.S.W.): Granville Work Preparation Centre Research and Development Project, 1980. (Monograph 3)

The monograph starts by outlining some sociological and legislative differences between Australian and North American conditions. This is followed by details of Australian rehabilitation/habitation services available in both the government and non-government sectors. Then the basic concepts of vocational training and independent living are explored. The author proposes that vocational training and independent living are integral concepts which in total seek to raise the autonomy of disabled persons. He proposes that a systems approach to these integral concepts may be a useful way to articulate the various problems which disabled persons face in seeking to be truly independent.

The author concludes by giving six recommendations for improving the quality of work in this area which is being conducted in Australia.

72. **WARD, J., & others.** A study of the attitudes of NSW school principals toward the educational and pre-vocational provisions for the mildly intellectually handicapped. The ASET Journal, 1979, 9, 30-37.

This is an edited version of a paper presented at the Third Annual Conference of the Australian Association of Special Education, Sydney, 1978. The trend at present is towards decategorisation and mainstreaming of handicapped children. In particular, the mildly intellectually handicapped (MIH) are considered the group who could be most effectively integrated into regular classes and the vast majority are already integrated into regular classes. Special school or class provision is usually only made when very obvious deficiencies such as social immaturity or severe behaviour problems are manifested. A preliminary report of a study of a work preparation centre for the MIH (Ward & others, 1977 - item 54) highlighted various differences among four groups of school leavers. It appeared that the most disadvantaged school leaver, in employment terms, came from special classes attached to regular high schools. Employment patterns for the remaining three groups: work preparation centre graduates, regular and special school leavers, proved to be similar. These findings led to the present survey. There seems to be modest acceptance by principals of regular high schools for the provision of pre-vocational training in schools for the MIH. Principals preferred a traditional basic academic and social skills program equally as well as a curriculum involving work experience programs. Principals gave a low ranking to what was once traditional for slow learners (ie art, craft and domestic science). The authors stress the need for more research and conclude that, at present, commitment to mainstreaming seems to have gone beyond its research support.

73. **WOOD, A. E.** Preparation for life and work. In Seminar on Education of Disabled, Sydney, 1977. Changing philosophies and practices in education of children and adults with handicapping disabilities. (Canberra): Australian Council for Rehabilitation of Disabled, 1977. 61-64.

Every child is an individual with individual needs; handicapped children have, in addition, a whole range of special needs relating to the disability. Every handicap and each child's response to it is different. This necessitates, especially at the school leaving stage,

careful assessment and co-ordinated planning with a wide range of choice which is both flexible and adaptable to each individual.

It is suggested that work is part of, not the totality of, life and that quality of life in the future will depend on independence, range of experience and skills acquired. Therefore there is a need to look beyond immediate needs and more widely than vocational training.

It is strongly emphasised that the needs of each child should be considered individually. The quality of life for handicapped people will depend on the co-operative effort of a number of people from many disciplines.

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